

# EDUCATIONAL ORGANIZATIONS MANAGEMENT SYSTEM (EOMS) MANUAL

ISO 21001:2018 Standard

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## **Preamble**

This document articulates **Madanapalle Institute of Technology & Science (MITS)** commitment to quality and continuous improvement. It gives an outline of the key processes with reference to the policies and procedure that comprises MITS Educational Organizational Management system (EOMS) and provides a holistic and integrative view of the quality management of the MITS activities. The MITS, Madanapalle, adopts the Educational Organizational Management system (EOMS) across all the groups of the institute. MITS Corresponding with the university/commissioner of technical education, AICTE, New Delhi regarding intake of admissions and its relative correspondence and with the model centers of JNTU.

The implementation of the EOMS is intended to improve and sustain the overall performance of business and services of the society as well as to enhance the satisfaction of learners, other customers, and personnel through the effective application of its EOMS. The institute's EOMS manual is intended as a guide and reference document for all faculty and staff and should be read in conjunction with the MITS's policies, regulations procedures, and associated documents which include, but are not limited to work instructions and guidelines. The EOMS Manual is used externally to introduce the elements of the EOMS to Interested Parties and other external organizations even to the extent necessary.



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## AMENDMENT DETAILS

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01	First Issue of EOMS Manual as per ISO21001:2018	00	01.06.2023	

	<b>MADANAPALLE INSTITUTE OF TECHNOLOGY &amp; SCIENCE</b>		
	<b>INSTITUTE PROFILE</b>		
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### **About MITS:**

Madanapalle Institute of Technology & Science is established in 1998 in the picturesque and pleasant environs of Madanapalle and is ideally located on a sprawling 26.17 acre campus on Madanapalle - Ananthapuramu Highway (NH-205) near Angallu, about 10 km away from Madanapalle and 120 km from Bangalore Airport.

MITS, organized under the auspices of Ratakonda Ranga Reddy Educational Academy under the proactive leadership of Dr. N. Vijaya Bhaskar Choudary, Ph.D., Secretary & Correspondent of the Academy.

All the departments of MITS collaborate with research institutes and industries for the purpose of training and research. Experts from reputed organizations are invited to deliver guest lectures on emerging research areas. The Institute encourages interdisciplinary research.

MITS has grown over the years to become one of the premier institutions in Andhra Pradesh that students aspire to join. Governed by the progressive thoughts of the Management, MITS is always striving conscientiously to excel in various domains of Academics, Research, Contribution to Society by fostering collaborations with Global Academic and Industry. An excellent Academic atmosphere and hi-tech facilities are created for the Faculty and Students for pursuing their professional career and personal goals.

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#### **4. CONTEXT OF THE ORGANIZATION:**

##### **4.1 Understanding the organization and its context:**

The Institute -MITS determines external and internal issues that are relevant to its purpose, its social responsibility, and its strategic direction, and that affect its ability to achieve the intended outcomes of its EOMS. The relevant internal and external issues of the institute are determined.

The Institute -MITS monitors and reviews information about these external and internal issues. Same is reviewed during Management Review Meeting once in Year.


*Refer Annex -1 – External Internal Issues*

##### **4.2 Understanding the needs and expectations of interested parties:**

Due to the impact or potential impact of various interested parties to the EOMS system in consistently providing products and services that meet the Learners and Beneficiaries requirement and comply with an applicable statutory and regulatory requirement. MITS has identified the list of relevant interested parties and determined their corresponding needs and expectations.

MITS is committed to continually monitor, review and analyze information and relevant requirement of the interested parties to assure that requirements are effectively managed in the EOMS.

*Refer Annex -2 –interested parties and their Expectations*

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#### **4.3 Determining the scope of the management system for educational organizations:**

MITS determines the boundaries and applicability of the EOMS to establish its scope.

When determining this scope, MITS considers:

- a) the external and internal issues referred to in 4.1;
- b) the requirements of relevant interested parties referred to in 4.2;
- c) the products and services of the organization.

MITS applies all the requirements of this document if they are applicable within the determined scope of its EOMS.

The scope of the EOMS will be available and be maintained as documented information.

#### **SCOPE OF MITS:**

**Designing of Curriculum and Imparting Education at Under Graduate level in Engineering (B. Tech.) and Post Graduate Level in Management (MBA) and Computer Applications (MCA).**

#### **4.4 Management system for educational organizations (EOMS)**


##### **4.4.1 MITS establishes, implements, maintains and continually improves an EOMS:**

Including the processes needed and their interactions, in accordance with the requirements of this document.

MITS determines processes for the EOMS and their application throughout the Institute and:

- a) determines the inputs required and the outputs expected from these processes;



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- b) determines the sequence and interaction of these processes;
- c) determines and applies the criteria and methods (including monitoring, measurement and related performance indicators) needed to ensure the effective operation and control of these processes;
- d) determines the resources needed for these processes and ensure their availability;
- e) assigns the responsibilities and authorities for these processes;
- f) address the risks and opportunities as determined in accordance with the requirements of 6.1;
- g) evaluates these processes and implements any changes needed to ensure that these processes achieve their intended results;
- h) Improves the processes and the EOMS.

**4.4.2 To the extent necessary, MITS:**


- a) maintains documented information to support the operation of its processes;
- b) Retains documented information to have confidence that the processes are being carried out as planned.

*Refer Annex -3 – Process Input-Output Matrix*

**5. LEADERSHIP:****5.1 Leadership and commitment:****5.1.1 General:**

Top management demonstrates leadership and commitment with respect to the EOMS by:

- a) being accountable for the effectiveness of the EOMS;
- b) ensuring that the educational organization policy and educational organization objectives are established and are compatible with the context and strategic direction of the organization;
- c) ensuring the integration of the EOMS requirements into the organization's business processes;
- d) promoting the use of the process approach and risk-based thinking;
- e) ensuring that the resources needed for the EOMS are available;
- f) communicating the importance of effective educational organization management and of conforming to the EOMS requirements;
- g) ensuring that the EOMS achieves its intended outcome(s);
- h) engaging, directing and supporting persons to contribute to the effectiveness of the EOMS;
- i) promoting continual improvement;
- j) supporting other relevant management roles to demonstrate their leadership as it applies to their areas of responsibility;
- k) supporting the sustainable implementation of the educational vision and related educational concepts;
- l) establishing, developing and maintaining a strategic plan for the organization;
- m) ensuring that learners' educational requirements, including special needs, are identified and addressed;
- n) Considering principles of social responsibility.

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### 5.1.2 Focus on learners and other beneficiaries

Top management is directly responsible for ensuring that:

- a) the needs and expectations of learners and other beneficiaries are determined, understood and consistently met, as evidenced by monitoring their satisfaction and educational progress;
- b) the risks and opportunities that can affect the conformity of products & services and the ability to enhance learner and other beneficiary satisfaction are determined and addressed.

### 5.1.3 Additional requirements for special needs education

A special needs learner is someone who might have educational needs that cannot be met through regular instruction and assessment practices (e.g. exceptionalities such as behavioral, communicational, intellectual, physical, giftedness, or other learner need for special education; learners can have more than one exceptionality). This implies the need to ensure the existence of communication channels, so that the interested parties can receive the information they need for their activity.

Top management ensures that:

- Resources and training are in place to support accessibility in learning environments;
- reasonable accommodation is provided for learners with special needs to promote equitable access to facilities and the educational environments as other learners.



**5.2 Policy:**

**5.2.1 Developing the policy:**

Top management establishes, reviews and maintains an educational organization policy

**MITS Vision**

***“To become a globally recognized research and academic institution and thereby contribute to technological and socio-economic development of the nation.”***

**MITS Mission**

- To foster a culture of excellence in research, innovation, entrepreneurship, rational thinking and civility by providing necessary resources for generation, dissemination and utilization of knowledge and in the process create an ambience for practice-based learning to the youth for success in their careers.

**Strategic Goals:**

- To upgrade the Teaching Learning Process and Assessments
- To ensure enhancement of skill development, social responsibility and entrepreneurship actively in the Campus
- To Promote Research Innovation, Consultancy and higher education among the students

**EOMS POLICY**

*“Madanapalle Institute of Technology & Science is committed to bring out and nurture the talents and skills of youth in the fields of Engineering and Management to cater to the challenging needs of society and industry by Contributing to the academic standards and overall knowledge development of the students; Providing excellent infrastructure and conducive learning environment; Enhancing the competence of faculty and promoting R & D Programs; Collaborating with institutions and industries. Ensuring continual improvement of Education Organizations Management System”.*

*We identify, understand and consider the needs & expectation of all the stakeholders and are committed to fulfill all applicable statutory requirements. We are also conscious and committed towards our social responsibility and towards securing the intellectual property.*

**5.2.2 Communicating the policy**

The educational organization policy is made available and maintained as documented information;


It is communicated by display, training.

It is ensured that it is understood and applied within the organization; It is made available to relevant interested parties, as appropriate.

**5.3 Organizational roles, responsibilities and authorities**

Top management ensures that the responsibilities and authorities for relevant roles are assigned and communicated within the organization.


*Refer Annex –4 -Organizational Chart*

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Top management assigns the responsibility and authority for:

- a) ensuring that the EOMS conforms to the requirements of this document;
- b) ensuring that the educational organization policy is understood and implemented;
- c) ensuring that the processes of the EOMS deliver their intended outputs;
- d) reporting on the performance of the EOMS and on opportunities for improvement (see 10.1) to top management (see 9.3.2);
- e) ensuring the promotion of a focus on learners and other beneficiaries throughout the organization;
- f) ensuring that the integrity of the EOMS is maintained when changes to the EOMS are planned and implemented;
- g) managing the organization's communications (see 7.4);
- h) ensuring that all learning processes are integrated, regardless of method of delivery;
- i) control of documented information (see 7.5);
- j) Managing the requirements of learners with special needs.

This responsibility is assigned to MITS EOMS Coordinator and Committee.

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## 6. PLANNING

### 6.1 Actions to address risks and opportunities:

**6.1.1 When planning for the EOMS:** MITS considers the issues referred to in 4.1 and The requirements referred to in 4.2 and 4.4 and determine the risks and opportunities that need to be addressed to:


- a) give assurance that the EOMS can achieve its intended outcome(s);
- b) enhance desirable effects;
- c) prevent, mitigate or reduce, undesired effects;
- d) Achieve continual improvement.

### 6.1.2 MITS plans:

- a) actions to address these risks and opportunities;
- b) how to:
  - integrate and implement the actions into its EOMS processes (see Clause 8);
  - Evaluate the effectiveness of these actions.

Actions taken to address risks and opportunities are proportionate to the probability of occurrence and potential impact on the conformity of products and services.

*Refer Annex – 5 – Risk Assessment and Mitigation plan.*

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## **6.2 Educational organization objectives and planning to achieve them**

**6.2.1 MITS** establishes educational organization objectives at relevant functions, levels and processes needed for the EOMS.

The educational organization objectives are:

- a) consistent with the educational organization policy;
- b) measurable (if practicable);
- c) take into account applicable requirements;
- d) relevant to the conformity of products and services and to the enhancement of learner, staff and other beneficiary satisfaction;
- e) continually monitored;
- f) communicated;
- g) Updated as appropriate.

MITS maintains and retain documented information on the educational organization objectives and the achievement of them.


### **6.2.2 When planning how to achieve its educational organization objectives, MITS determines, and outline in its strategic plan:**

The institutional objectives for each academic year are defined in MRM and GB (Governing body) approve the same in the GB meeting.

- a) What will be done;
- b) What resources will be required;
- c) Who will be responsible;
- d) When it will be completed;
- e) How the results will be evaluated;

*Refer Annex – 6 – MITS Objectives /Goals and action plan.*




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### **6.3 Planning of changes**

Where MITS determines the need for changes to the EOMS, the changes shall be carried out in a planned manner (see 4.4).

MITS considers:

- a) the purpose of the changes and their potential consequences;
- b) the integrity of the EOMS;
- c) the availability and readiness of internal resources;
- d) the allocation or reallocation of responsibilities and authorities;
- e) The availability and readiness of external providers needed to implement the change.

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## **7. SUPPORT:**

### **7.1 Resources**

#### **7.1.1 General**

**7.1.1.1** MITS determines and provides the resources needed for the establishment, Implementation, maintenance and continual improvement of the EOMS, in such a way that they sustainably enhance:

- a) learner engagement and satisfaction through activities that improve learning and promote the achievement of learning outcomes;
- b) staff engagement and satisfaction through activities to improve staff competencies to facilitate learning;
- c) other beneficiary satisfaction, through activities that contribute to the social benefits of learning.

#### **7.1.1.2 MITS determines and monitors which resources will be provided by:**

- a) the organization;
- b) External providers.

MITS takes into account the needs of learners with special needs and shall ensure that a variety of accessibility requirements are anticipated.


#### **7.1.2 Human resources**

##### **7.1.2.1 Human resources include as applicable:**

- a) staff employed by the organization;
- b) volunteers and interns working with or contributing to the organization;
- c) staff of external providers working with or contributing to the organization.

##### **7.1.2.2 MITS:**

- a) determines and provides the human resources necessary for the effective implementation of its EOMS and for the operation and control of its processes;
- b) determines, implements and publish recruitment or selection criteria, which

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shall be available to relevant interested parties;


- c) Maintains documented information on the process used for recruitment or selection, and retains documented information on the results of the recruitment.

The institution keenly processes the recruitment of staff within the above levels. The institution determines and provides the required human resources for the effective implementation of its EOMS and for the operations and process controls.

To select competent human resources, the institute determines and deployed a selection and recruitment process and criteria to ensure that the same is available for interested parties.

The institute determines for the development of necessary competence of the personnel performing work for every position in teaching and non-teaching categories. The qualifications and experience required as eligibility criteria for various positions are established as per the regulatory agencies like AICTE, UGC, JNTUA, Government of Andhra Pradesh and others.

Wherever applicable and whenever needed, training is planned and delivered accordingly to various categories of employees to achieve the necessary competence in the activities being performed by them. The institute organizes various training program, faculty development program, short term programs, and conferences for the employees and also provides financial assistance to the employees for these activities. The institute encourages the research and development activities by providing financial resources and facilities to the faculties and research scholars.

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### **7.1.3 Facilities:**

**7.1.3.1 The facilities include, as applicable, the following facilities that meet learner requirements:**

- a) buildings, and grounds;
- b) equipment including hardware and software;
- c) Utilities.

### **7.1.3.2 MITS:**

- a) Determines, provides and maintains safe facilities:
  - 1) that are suitable for human resources to support learners' development of competence;
  - 2) that enhance learners' development of competence;
- b) Ensure that the dimensions of the facilities are adequate to the requirements of those using them.


### **7.1.3.3 The institute ensures the availability of infrastructure and facilities for:**

- 1) Teaching-learning, Self-learning, and implementing knowledge process for institutional human resource and learner, to develop and enhance competence

Rest and recreation schedule to acquire adequate time for maintenance and restructure or renovate the building infrastructure, and/or technical facilities.

### **7.1.4 Environment for the operation of educational processes:**

The institute has developed a healthy and Conducive environment for its operations. The state- of-art infrastructure, proper office set-up, behavioral policy (code of conduct) play a vital role in the maintenance of the requisite operations environment. The organization

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abides to provide and maintain a suitable environment to promote the overall well-being of overall stakeholders by considering:

- 1) Psychological factors consist of work demands, influence at work, possibilities for development, commitment to workplace, rewards, role clarity of leadership, etc.
- 2) Physical factors include environmental factors like temperature, workplace luminous, humidity, ventilation, hygiene, and noise, etc.

### **7.1.5 Monitoring and measuring resources:**

#### **7.1.5.1 General:**

MITS determines and provides the resources needed to ensure valid and reliable results when monitoring or measuring is used to verify the conformity of products and services to requirements.

MITS ensures that the resources provided:


- a) are suitable for the specific type of monitoring and measurement activities being undertaken, i.e. adequate to the target, the type, method of educational delivery and duration of the educational service;
- b) Are maintained to ensure their continued fitness for their purpose.

MITS retains appropriate documented information as evidence of fitness for the purpose of monitoring and measurement resources.

#### **7.1.5.2 Measurement traceability:**

When measurement traceability is a requirement or is considered by MITS to be an essential part of providing confidence in the validity of measurement results, measuring resources are:

- a) verified or calibrated, or both, at specified intervals, or prior to use, against measurement standards traceable to international or national measurement standards; when no such standards exist, the basis used for calibration or verification are retained as documented information;

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- b) identified in order to determine their status;
- c) Safeguarded from adjustments, damage or deterioration that would invalidate the calibration status and subsequent measurement results.

MITS determines if the validity of previous measurement results has been adversely affected when measuring equipment is found to be unfit for its intended purpose, and take appropriate action as necessary.

#### **7.1.6 Organizational knowledge:**

##### **7.1.6.1 General:**

MITS determines the knowledge necessary for the operation of its processes and to achieve conformity of products and services. This knowledge is maintained and made available to the extent necessary. When addressing changing needs and trends, MITS considers its current knowledge and determine how to acquire or access any necessary additional knowledge and required updates.


MITS encourages the exchange of knowledge between all educators and staff, particularly amongst peers.

##### **7.1.6.2 Learning Resources:**

MITS provides learning resources, as appropriate, and shall make them available where and when needed. The learning resources are:

- a) reflect the needs and requirements of learners, other beneficiaries and educators;
- b) be reviewed at planned intervals to ensure they are up to date;
- c) be cataloged and referenced.

MITS respect intellectual property requirements and encourages reusability of resources.

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## 7.2 Competence:

### 7.2.1 General:

#### MITS:

- a) determines the necessary competence of person(s) doing work under its control that affects its educational organization performance;
- b) ensures that these persons are competent on the basis of appropriate education, training or experience;
- c) establishes and implements methods for evaluating the performance of staff;
- d) where applicable, take actions to acquire the necessary up to date competence, and evaluate the effectiveness of the actions taken;
- e) take actions to support and ensure the continual development of relevant staff competence;
- f) Retains appropriate documented information as evidence of competence.


### 7.2.2 Additional requirements for special needs education

MITS supplies resources to support educators by:

- a) ensuring that all educators and staff having contact with learners with special needs have appropriate specialized training, which can include:
  - meeting the learning needs of learners who have different requirements;
  - differentiated instruction and assessment;
  - instructional scaffolding;
- b) Providing access to a network of specialists.

## 7.3 Awareness:

MITS ensures that relevant persons doing work under the organization's control are aware of:

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- a) the educational organization policy and strategy, and relevant EOMS objectives;
- b) their contribution to the effectiveness of the EOMS, including the benefits of improved educational organization performance;
- c) the implications of not conforming with the EOMS requirements.

#### **7.4 Communication:**

##### **7.4.1 General:**

MITS determines the internal and external communications relevant to the EOMS, including:

- a) on what it will communicate;
- b) why to communicate;
- c) when to communicate;
- d) with whom to communicate;
- e) how to communicate;
- f) Who communicates.

##### **7.4.2 Communication purposes:**

Internal and external communication has the purpose of:


- a) seeking the opinion or consent of relevant interested parties;
- b) conveying to interested parties relevant, accurate and timely information, consistent with the organization's mission, vision, strategy, and policy;
- c) Collaborating and coordinating activities and processes with relevant interested parties within the organization.

##### **7.4.3 Communication arrangements:**

**7.4.3.1 MITS determines and implements effective arrangements for communicating with learners and other interested parties in relation to:**

- a) organizational policy and strategic plan;
- b) design, content, and delivery of educational products and services;
- c) inquiries, application, admission, or registration;
- d) learners' performance data, including results of the formative and summative



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assessment;

- e) Learner and interested parties' feedback, including learner complaints and learners / interested parties' satisfaction surveys.

MITS informs to the learners and other beneficiaries about external contact points in case of unresolved issues like information about university tribunal, Anti-Ragging ombudsman, etc.

#### **7.4.3.2 At planned intervals, MITS:**

- a) monitors the implementation of its communication efforts;
- b) Analyze and improve the communication plan based on the results of monitoring.

MITS retains documented information of the communication process.

*Refer Annex – 7 – Communication Matrix.*

#### **7.5 Documented information:**

##### **7.5.1 General:**


MITS's EOMS includes:

- a) documented information required by this document;
- b) documented information determined by the organization as being necessary for the effectiveness of the EOMS.

##### **7.5.2 Creating and updating:**

When creating and updating documented information, MITS ensures appropriate:

- a) identification and description (e.g. a title, date, author, or reference number);
- b) format (e.g. language, software version, graphics) and media (e.g. paper, electronic), taking into account the accessibility requirements of persons with special needs;
- c) review and approval for suitability and adequacy.

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### 7.5.3 Control of documented information

**7.5.3.1 Documented information required by the EOMS and by this document are controlled to ensure:**

- a) it is available and suitable for use, where and when it is needed;
- b) it is adequately protected (e.g. from loss of confidentiality, improper use, or loss of integrity, or unintended alterations).


**7.5.3.2 For the control of documented information, MITS address the following activities, as applicable:**

- a) distribution, access, retrieval, and use;
- b) protection and security, including redundancy;
- c) storage and preservation, including preservation of legibility;
- d) control of changes (e.g. version control);
- e) retention and disposition;
- f) ensuring confidentiality;
- g) Prevention of the unintended use of obsolete documented information.

Documented information of external origin determined by MITS to be necessary for the planning and effective operation of the EOMS is identified, as appropriate, and controlled.

The controls established are maintained as documented information.

Refer SOP Control of Documents

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## **8. OPERATION:**

### **8.1 Operational planning and control**

#### **8.1.1 General**

MITS plans, implements, and controls the processes (see 4.4) needed to meet requirements for the provision of educational products and services, and to implement the actions determined in 6.1, by:


- a) determining requirements for the educational products and services;
- b) establishing criteria for the processes;
- c) determining the resources needed to achieve conformity to the educational product and service requirements;
- d) implementing control of the processes in accordance with the criteria;
- e) determining and keeping documented information to the extent necessary:
  - 1) to have confidence that the processes have been carried out as planned;
  - 2) to demonstrate the conformity of educational products and services to their requirements.

The output of this planning is suitable for MITS's operations.

MITS controls planned changes and reviews the consequences of unintended changes, taking action to mitigate any adverse effects, as necessary. MITS ensures that outsourced processes are controlled

**8.1.2 Specific operational planning and control of educational products and services:** MITS plans the design, development and expected outcomes of the educational products and services, including:

- a) learning outcomes;
- b) ensuring appropriate and accessible teaching methods and learning environments;
- c) defining criteria for learning assessment;

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- d) conducting a learning assessment;
- e) defining and conducting improvement methods;
- f) Providing support services.

### 8.1.3 Additional requirements for special needs education:

MITS:


- a) shows flexibility to support the learner co-construction of the learning process based on skills, abilities and interest, including approaches such as:
  - 1) adaptive instruction;
  - 2) accelerated or enriched content;
  - 3) allowing enrolment in two distinct programs or educational organizations;
  - 4) individually tailored measures;
  - 5) curriculum adjustment or modification of the education program to match the learner
  - 6) specific profile, above or below the default age-appropriate grade or level expectations for a particular subject or course;
  - 7) recognition of prior learning and experience;
- b) facilitate a team environment with adequate resources to support individual learners to meet their optimal potential;
- c) provide linkages to workplace opportunities;
- d) ensure the provision of healthy and nutritious meals as necessary.

## 8.2 Requirements for the educational products and services

### 8.2.1 Determining the requirements for the educational products and services

When determining the requirements for the educational products and services to be offered to learners and other beneficiaries, MITS ensures that the requirements for the educational products and services are defined, including:

- a) those considered necessary by the organization due to its policy and strategic plan;

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- b) those resulting from needs analysis that is performed to determine requirements of (current and potential future) learners and other beneficiaries, in particular, those with special needs;
- c) those resulting from international demands and developments;
- d) those resulting from the labor market;
- e) those resulting from research;
- f) Applicable health and safety requirements.

MITS ensures it can meet the claims made for the educational products and services it offers.

### **8.2.2 Communicating the requirements for the educational products and services**

Commencing with, or prior to the delivery of the educational products and services, MITS notify the learners and other relevant interested parties, and where appropriate, check their understanding of:

- a) the purpose(s), format and content of the educational products and services being provided, including the instruments and criteria to be used for evaluation;
- b) the commitments, responsibilities, and expectations placed on the learners and other beneficiaries;
- c) the means by which the learning achieved and assessed will be recognized and retained as documented information;
- d) the methods to be used in case of interested party dissatisfaction or disagreement between any interested party and the EOMS;
- e) who will support learning and evaluation, and how it will be supported;
- f) any costs involved, such as tuition fees, examination fees, and the purchase of learning materials;
- g) any prerequisites, such as required skills (including ICT skills), qualifications and professional experience.

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### **8.2.3 Changes to requirements for the educational products and services:**

MITS ensures that relevant documented information is amended and that relevant interested parties are made aware of the changed requirements when the requirements for educational products and services are changed.

### **8.3 Design and development of educational products and services:**

At present MITS is not involved in the Design development of the educational products and services. Whenever it becomes applicable appropriate systems will be established.

### **8.4 Control of externally provided processes, products, and services:**


#### **8.4.1 General:**

The Processes to avail external services and products is the centralized at MITS hence, MITS ensures that externally provided processes, products, and services conform to requirements

MITS determines the controls to be applied to externally provided processes, products and services when:

- a) products and services from external providers are intended for incorporation into MITS's own products and services;
- b) products and services are provided directly to the learners or other beneficiaries by external providers on behalf of MITS;
- c) a process, or part of a process is provided by an external provider as an outcome of a decision by MITS.

MITS determines and applies criteria for the evaluation, selection, monitoring of performance, and re-evaluation of external providers, based on their ability to provide processes or products and services in accordance with requirements. MITS retains documented information of these activities and any necessary actions arising from the

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evaluations.

#### **8.4.2 Type and extent of control:**

MITS ensures that externally provided processes, products, and services do not adversely affect the organization's ability to consistently deliver conforming products and services to its learners and other beneficiaries.

MITS:


- a) ensures that externally provided processes remain within the control of its EOMS;
- b) defines both the controls that it intends to apply to an external provider and those it intends to apply to the resulting output;
- c) takes into consideration:
  - 1) the potential impact of the externally provided processes, products and services on MITS's ability to consistently meet learner and other beneficiary requirements;
  - 2) the effectiveness of the controls applied by the external provider;
- d) Determine the verification or other activities necessary to ensure that the externally provided processes, products, and services meet requirements.

#### **8.4.3 Information for external providers:**

MITS ensures the adequacy of requirements prior to their communication to the external provider.

MITS communicate to external providers its requirements for:

- a) the processes, products, and services to be provided;
- b) the approval of:
  - 1) products and services;
  - 2) methods, processes, and equipment;
  - 3) the release of products and services;
- c) competence, including any required qualification of persons;

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- d) the external provider's interactions with the organization;
- e) control and monitoring of the external provider's performance to be applied by the organization;
- f) verification or validation activities that the organization, or its learners and other beneficiaries, intend to perform at the external provider's premises.

### **8.5 Delivery of educational products and services:**


#### **8.5.1 Control of delivery of the educational products and services:**

##### **8.5.1.1 General:**

MITS implements service provision under controlled conditions. Controlled conditions include, as applicable:

- a) the availability of documented information that defines:
  - 1) the characteristics of the educational products to be produced, the educational services to be provided, or the activities to be performed;
  - 2) the results to be achieved;
- b) the availability and use of suitable and validated monitoring and measuring resources;
- c) the implementation of monitoring and measurement activities, including the consideration of complaints, other feedback and the results of formative assessment at appropriate stages, in order to verify that criteria for control of processes or outputs and acceptance criteria for educational products and services have been met;
- d) the use of suitable infrastructure and environment for the operation of processes;
- e) the appointment of competent persons, including any required qualification (see 7.2);
- f) the validation, and periodic revalidation, of the ability to achieve planned results of the processes for production and service provision, where the resulting output cannot be verified by subsequent monitoring or measurement;
- g) the implementation of actions to prevent human error;



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h) the implementation of release, delivery, and post-delivery activities.

### **8.5.1.2 Admission of learners:**

#### **8.5.1.2.1 Pre-admission information**


MITS ensures that before learners are admitted, they are provided with:

- a) adequate information that takes into account organizational requirements and professional requirements, as well as the MITS's commitment to social responsibility;
- b) adequate and clear information about:
  - 1) the intended learning outcomes, career perspectives, educational approach;
  - 2) the participation of learners, and other beneficiaries as appropriate, in their educational process;
  - 3) the admission criteria and costs of the educational product or service.

#### **8.5.1.2.2 Conditions for admission:**

MITS establish a process for the admission of learners. In addition to the requirements in 4.4.1, the process:

- a) establishes admission criteria that conform to:
  - 1) MITS requirements;
  - 2) requirements from the professional field;
  - 3) requirements due to the content of the program and/or pedagogical approach;
- b) ensures that admission criteria and processes are applied uniformly for all learners;
- c) maintained as documented information;
- d) be publicly available;
- e) ensure the traceability of each admission decision;
- f) retains documented information as evidence of admission decisions.

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#### **8.5.1.3 Delivery of educational products and services:**

MITS establishes processes for:

- a) teaching;
- b) facilitation of learning;
- c) Administrative support of learning.

#### **8.5.1.4 Summative assessment:**


MITS:

- a) ensures that methods to detect plagiarism and other malpractices are in place and are communicated to learners;
- b) ensures the traceability of grades, such that an objective connection can be identified between learner work presented and the grade assigned;
- c) retains documented information of the assessment as evidence of the grades assigned;
- d) makes the retention period of such documented information publicly available.

#### **8.5.1.5 Recognition of assessed learning:**

MITS ensures that after summative assessments:

- a) learners are informed of the outcomes of the assessment activity and grade;
- b) learners are given the opportunity to appeal or ask for rectification of the outcomes of the assessment activity and grade;
- c) learners have full access to their work and its detailed assessment, as well as opportunities for feedback;
- d) evidence of the outcomes of the assessment is issued to the learner as documented information;
- e) the reasons for the decision on grading and final assessment are retained as

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documented information;

- f) the documented information is retained for a specified retention period;
- g) the retention period of such documented information is publicly available.

#### **8.5.1.6 Additional requirements for special needs education:**


**8.5.1.6.1 with input from learners and other interested parties, an organization's management,** teaching and support staff can identify steps to improve the accessibility of educational services. MITS apply reasonable judgment as to what might be possible during a specific time frame.

#### **8.5.1.6.2 With respect to delivery of learning, MITS:**

- a) employs differentiated instruction strategies that are targeted to learners in the classroom;
- b) uses approaches recommended for learners with special needs to encourage the development of self-awareness, self-regulation, and metacognition;
- c) balances the needs of the learner, the educator, the requirements of the course, the context(environment) within larger frameworks (e.g. curricular requirements, national values);
- d) flexibly implement individualized measures, as applicable, including:
  - 1) curriculum modification;
  - 2) fostering self-directedness and independence;
  - 3) Tutor and mentorships.

#### **8.5.1.6.3 With respect to the assessment of learning, MITS:**

- a) provides multiple and diverse opportunities for learners to demonstrate their mastery of the topics of instruction;
- b) ensures instruction provides scaffold activities and assessments that allow learners to build and demonstrate their learning;
- c) Flexibly implement individualized measures, as applicable, including adequate evaluation methods.

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**8.5.1.6.4 Individual learners who require specific assistance with learning in order to achieve the** agreed-upon learning outcomes shall be accommodated in a manner that balances learner requirements, the integrity of the learning outcomes, and capacity of the MITS.

**8.5.2 Identification and traceability:**

MITS ensures identification and traceability with respect to:

- a) the progress of learners through the organization;
- b) the study and employment paths of those who graduate or complete a course or program of the study, where applicable;
- c) output from the work of staff in terms of:
  - 1) what was done;
  - 2) when;
  - 3) by whom.

**8.5.3 Property belonging to interested parties:**


MITS exercises care with property belonging to any interested party while it is under the control of or being used by, the educational organization. MITS identifies, verify, protect and safeguard any property provided for the use and obtain consent, where required if the property is incorporated into educational products and services. When the property of an interested party is lost, damaged or otherwise found to be unsuitable for use, MITS reports this to the relevant interested party and take appropriate corrective actions (see 8.5.5 and 10.2) and retain documented information on what has occurred.

**8.5.4 Preservation:**

MITS preserves the outputs during production and service provision, to the extent necessary to ensure conformity to requirements.

**8.5.5 Protection and transparency of learners' data**

MITS establishes a method to deal with the protection and transparency of learners' data and

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maintain it as documented information. The method establishes:

- a) what learner data are collected, and how and where they are processed and stored;
- b) who has access to the data;
- c) under which conditions learner data may be shared with third parties;
- d) how long the data are stored for.

MITS only collects and shares learners' data with their explicit consent. MITS gives learners and other interested parties access to their own data and the ability to correct or update their own data. MITS takes all appropriate measures to ensure that learners' data can only be accessed by authorized persons. Technological protection measures are validated. MITS gives learners and other interested parties access to their own data.

#### **8.5.6 Control of changes in the educational products and services:**

MITS reviews and control changes for production or service provision, to the extent necessary to ensure continuing conformity with the requirements.


MITS retains documented information describing the results of the review of changes, the person(s) authorizing the change, and any necessary actions arising from the review.

#### **8.6 Release of the educational products and services:**

The release of products and services to learners and other beneficiaries do not proceed until the planned arrangements have been satisfactorily completed unless otherwise approved by a relevant authority and, as applicable, by the learner and other beneficiaries.

MITS retains documented information on the release of products and services. The documented information includes:

- a) evidence of conformity with the acceptance criteria;
- b) Traceability to the person(s) authorizing the release.

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### **8.7 Control of the educational nonconforming outputs:**

**8.7.1** MITS ensures that outputs that do not conform to their requirements are identified and controlled to prevent their unintended use or delivery.

MITS takes appropriate action based on the nature of the nonconformity and its effect on the conformity of educational products and services. This also applies to non-conforming educational products and services detected after delivery of products, during or after the provision of services.


#### **8.7.2 MITS deals with nonconforming outputs in one or more of the following ways:**

- a) correction;
- b) segregation, containment, return or suspension of the provision of products and services;
- c) informing the learners or other beneficiaries;
- d) Obtaining authorization for acceptance under concession.

Conformity to the requirements shall be verified when nonconforming outputs are corrected.

#### **8.7.3 MITS retains documented information that:**

- a) describes the delivery of the programs;
- b) describes any non-conforming outputs;
- c) describes the actions taken;
- d) describes the concessions obtained;
- e) identifies the authority deciding the action in respect of the nonconformity

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## 9. PERFORMANCE EVALUATION

### 9.1 Monitoring, measurement, analysis and evaluation:

#### 9.1.1 General

MITS determines:

- a) what needs to be monitored and measured;
- b) the methods for monitoring, measurement, analysis, and evaluation, as applicable, to ensure valid outcomes;
- c) the acceptance criteria to be used;
- d) when the monitoring and measuring shall be performed;
- e) when the results from monitoring and measurement shall be analyzed and evaluated.

MITS retains appropriate documented information as evidence of the Monitoring, measurement, analysis, evaluation and their results. MITS evaluates the educational organization performance and the effectiveness of the EOMS. People should be given an opportunity to critically review their own work in a reflective and constructive manner, as a contribution to their improvement.

#### 9.1.2 Satisfaction of learners, other beneficiaries and staff:

##### 9.1.2.1 Monitoring of satisfaction:

MITS monitors the satisfaction of learners, other beneficiaries and staff, as well as their perceptions of the degree to which their needs and expectations have been fulfilled. MITS determines the methods for obtaining, monitoring and reviewing, this information.

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**9.1.2.2 Handling of complaints and appeals:**

MITS establishes and maintains as documented information a method for handling complaints and appeals, and ensures this known to its interested parties (see 10.2). The method includes specifications for:

- a) communicating the method to all relevant interested parties;
- b) receiving complaints and appeals;
- c) tracking complaints and appeals;
- d) acknowledging complaints and appeals;
- e) performing an initial assessment of complaints and appeals;
- f) investigating the complaint and appeals;
- g) responding to the complaints and appeals;
- h) communicating the decision;
- i) closing complaints and appeals.

The method ensures the confidentiality of complainants and appellants and objectivity of investigators. MITS retains documented information as evidence of the complaints or appeals received, as well as of their resolution.

**9.1.3 Other monitoring and measuring needs:**

MITS ensures that the following feedback is requested from and made available as appropriate to relevant interested parties:

- a) feedback on educational products and services;
- b) feedback on their effectiveness in achieving the agreed learning outcomes;
- c) Feedback on the MITS's influence on the community.

MITS monitors the level of feedback obtained and takes actions to increase it where it is not sufficient.



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**9.1.4 Methods for monitoring, measurement, analysis, and evaluation****9.1.4.1 MITS determines:**

- a) the methods for obtaining, monitoring and reviewing information on performance;
- b) targets against which this performance will be measured.

**9.1.4.2 MITS ensures that:**


- a) the interested parties involved in or affected by the evaluation are identified;
- b) the persons conducting the evaluation are competent and objective;
- c) evaluation reports are transparent and clearly describe the educational products and services and their objectives, the findings, as well as the perspectives, methods, and rationale used to interpret the findings;
- d) the context (e.g. learning environment) in which the educational service is provided is examined in enough detail to enable influences on the educational service to be identified.

**9.1.5 Analysis and evaluation:**

MITS analyses and evaluates appropriate data and information arising from monitoring and measurement.

The results of the analysis are used to evaluate:

- a) conformity of products and services;
- b) the degree of beneficiary satisfaction;
- c) the degree of staff satisfaction;
- d) the performance and effectiveness of the EOMS;
- e) if planning has been implemented effectively;
- f) the effectiveness of actions taken to address risks and opportunities;
- g) the performance of external providers;
- h) the need for improvements to MITS's management system.

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## 9.2 Internal audit:

### 9.2.1 MITS conducts internal audits once in Year to provide information on whether the EOMS:

- a) conforms to:
  - 1) the MITS's own requirements for its EOMS;
  - 2) the requirements of this document;
- b) is effectively implemented and maintained.

### 9.2.2 MITS:

- a) plans, establish, implements and maintains an audit program(s), including the frequency, methods, responsibilities, planning requirements and reporting, which takes into  
 Consideration the EOMS' objectives, the importance of the processes concerned, feedback from relevant interested parties, and the results of previous audits;
- b) defines the audit criteria and scope for each audit;
- c) selects auditors and conducts audits to ensure objectivity and the impartiality of the audit process;
- d) ensures that the results of the audits are reported to relevant management;
- e) identifies opportunities for improvement;
- f) takes appropriate correction and corrective actions without undue delay;
- g) retains documented information as evidence of the planning and implementation of the audit program and the audit results. Auditors shall not audit their own work.

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### 9.3 Management review:


#### 9.3.1 General:

Top management reviews MITS's EOMS and the strategy, at planned intervals, at least once per year, and update them accordingly to ensure its continuing suitability, adequacy and effectiveness.

#### 9.3.2 Management review inputs:

The management review includes consideration of:

- a) the status of actions from previous management reviews;
- b) changes in external and internal issues that are relevant to the EOMS;
- c) information on the EOMS performance and effectiveness, including trends in:
  - 1) learner and other beneficiary satisfaction and feedback related to learner and another beneficiary requirements;
  - 2) the extent to which objectives have been met;
  - 3) process performance and conformity of products and services;
  - 4) nonconformities and corrective actions;
  - 5) monitoring and measurement results;
  - 6) audit results;
  - 7) the performance of external providers;
  - 8) formative and summative assessment outcomes;
- d) the adequacy of resources;
- e) the effectiveness of actions taken to address risks and opportunities (see 6.1);
- f) opportunities for continual improvement;
- g) staff feedback related to activities to enhance their competence.


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### 9.3.3 Management review outputs:

The outputs of the management review include decisions related to:

- a) continual improvement opportunities;
- b) any need for changes to the EOMS;
- c) resource needs.

MITS retains documented information as evidence of the results of management reviews.

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## 10. IMPROVEMENT

### 10.1 Nonconformity and corrective action:

#### 10.1.1 When a non conformity occurs, MITS:

- a) reacts to the nonconformity, and as applicable:
  - 1) takes action to control and correct it;
  - 2) deals with the consequences;
- b) evaluates the need for action to eliminate the causes of the nonconformity, in order that it does not recur or occur elsewhere, by:
  - 1) reviewing the nonconformity;
  - 2) determining the causes of the nonconformity;
  - 3) determining if similar nonconformities exist, or could potentially occur;
- c) implements any action needed;
- d) reviews the effectiveness of any corrective action taken;
- e) makes changes to the EOMS, if necessary.


Corrective actions are appropriate to the effects of the nonconformities encountered.

#### 10.1.2 MITS retains educational documented information as evidence of:

- a) the nature of the nonconformities and any subsequent actions taken, and
- b) the results of any corrective action.

### 10.2 Continual improvement

MITS continually improves the suitability, adequacy, and effectiveness of the EOMS, taking into account relevant research and best practices. MITS considers the results of analysis and evaluation, and the outputs from management review, to determine if there are needs or opportunities that shall be addressed as part of continual improvement.


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### **10.3 Opportunities for improvement:**

MITS determines and select opportunities for improvement and implements any necessary actions to meet learner and other beneficiary requirements and enhance the satisfaction of learners, other beneficiaries, staff, and other relevant interested parties, including external providers. These include:

- a) improving products and services to meet requirements as well as to address future needs and expectations;
- b) correcting, preventing or reducing undesired effects;
- c) Improving the performance and effectiveness of the EOMS.

\*\*\*END OF MANUAL \*\*\*

	<b>MADANAPALLE INSTITUTE OF TECHNOLOGY &amp; SCIENCE</b>		
	<b>Internal And External Issues</b>		
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## 1. SCOPE

The purpose of this procedure is to define how the **MITS**. Strategic Direction is developed by senior management through the identification of interested parties, issues of concerns, risks and opportunities.

## 2. PURPOSE

This procedure applies to all the activities within the scope of the Education Organizations Management System Manual

## 3. RESPONSIBILITY


The EOMS team leader and HOD's of all departments are responsible for the effective implementation of this procedure.

## 4. DETAILS OF PROCEDURE

### Understanding the organization and its context

The organization determines external and internal issues that are relevant to its purpose and that affect its ability to achieve the intended result(s) of its EOMS. MITS identifies, reviews and updates information related to these external and internal issues.

Internal issues	External Issues
Competency of faculty	Changing preference of students
Competency of Staff	High expectations
Availability of resources	Government policies
Availability of funds	Legal challenges
Governance	Political Climate, Stabilities And Government Policies
Organizational Structure	Economy
Roles and accountabilities	Social
Policies	Legal
Objectives and the strategies in place to achieve them	Financial

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Internal issues	External Issues
Competence of personnel	Neighbor educational organizations
EOMS culture within the organization	Competitor
Working conditions	National and international law
Retention of skilled employees	Environmental

### Interested parties

“Interested parties” are those stakeholders who receive our Educational Products or Services Processes., who may be impacted by them, or those parties who may otherwise have a significant interest in our organization. This includes both internal and external parties.


The identification of an interested party does not necessarily bring that party into the scope of the EOMS.

Properly planning a change by applying risk-based thinking can help to avoid negative consequences such as rework or cancellation or postponement of service; it can also result in positive consequences such as reduction of nonconforming outputs; or reduced incidents of human error.

**MITS** has determined interested parties and their needs that are relevant to the EOMS. These are :

Interested parties	Needs and expectation of interested parties
<b>LEARNERS</b> <ul style="list-style-type: none"> <li>• Students</li> <li>• Apprentices</li> </ul>	Quality and delivery performance of products and services
<b>STAFF</b> <ul style="list-style-type: none"> <li>• Teaching</li> <li>• Non-teaching staff</li> </ul>	Job security, Recognition, Rewards and Training
Owners/shareholders	Profitability and growth
Suppliers	Beneficial Relationship and forecast
Other Beneficiaries (Legal)	Compliance



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**MITS** monitor and review information about these interested parties and their relevant requirements.

### **Issues of Concern**

For each interested party, the related issues of concern shall be identified and documented. These issues may reflect direct concerns of the party or there may be indirect concerns. Such concerns may impact on the interested party, or may be derived from the party that impact on the organization.

Issues may be either internal or external, depending on whether the interested party is internal or external. In addition, a certain type of party may have both internal and external concerns.

When attempting to identify internal concerns, it may be useful to consider service concerns, employee concerns, etc.

When attempting to identify external concerns, it may be useful to consider concerns arising from competition, society and culture, labour relations, statutory and regulatory issues, economic issues, etc.

### **Risk and Opportunity**

Management will then identify risks and opportunities related to the issues of concern. Management will then determine a treatment method for each risk or opportunity. Risks are managed to reduce their likelihood and severity, while opportunities are managed to increase their likelihood and benefits. Blended issues may require more complex treatment.

**MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE****INTERESTED PARTIES AND THEIR EXPECTATIONS**

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SL NO	INTERESTED PARTIES	THEIR EXPECTATIONS
1	Government Agencies	<ul style="list-style-type: none"><li>• Compliance of statutory requirements.</li></ul>
2	Head of the Organization	<ul style="list-style-type: none"><li>• The EOMS meets the purpose of the organization,</li><li>• Effective implementation in MITS,</li><li>• User friendly system for implementation,</li><li>• Continual improvement in the system,</li><li>• Maintain Organization continuity by sustainability</li><li>• Sustained performance.</li></ul>
3	Head of Departments	<ul style="list-style-type: none"><li>• Healthy, safe and congenial working environment,</li><li>• Improvement in work functioning,</li><li>• No interruption during work,</li><li>• Better amenities,</li></ul>
4	Coordinator (EOMS) MITS	<ul style="list-style-type: none"><li>• Recognition and reward,</li><li>• Provide learning opportunities,</li><li>• Career growth &amp; professional development</li><li>• Respectful interaction with each other,</li><li>• Better understanding of the system,</li></ul>
5	Teaching and Non-Teaching Staff.	<ul style="list-style-type: none"><li>• Continual improvement of the system.</li></ul>
6	Learners	<ul style="list-style-type: none"><li>• Value of their investment (Time /Money),</li><li>• Quality of services,</li><li>• Higher level of satisfaction,</li><li>• Good placement system.</li></ul>
7	Suppliers	<ul style="list-style-type: none"><li>• Mutual benefits,</li><li>• Continued business opportunity.</li></ul>
8	Stakeholders	<ul style="list-style-type: none"><li>• Sustained quality and performance,</li><li>• Transparency in education ethics,</li><li>• Firm policies and standards,</li><li>• Reputation of the Institute</li></ul>
9	Statutory Bodies	<ul style="list-style-type: none"><li>• Compliance of requirements. all legal, statutory and regulatory bodies</li></ul>
10	Society	<ul style="list-style-type: none"><li>• Socially responsible,</li><li>• Good social and ethical behavior,</li><li>• Protection of social and human rights,</li></ul>



**MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE**

**PROCESS INPUT-OUTPUT MATRIX**

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PROCESS	INPUTS	OUTPUTS
Strategic Planning	Stakeholder needs analysis, organizational objectives	Strategic objectives, action plans, KPIs
Curriculum Development	Educational standards, learner needs assessment	Updated curriculum, learning objectives, syllabi
Teaching Delivery	Lesson plans, teaching materials, technology	Effective classroom instruction, engaged learners
Assessment and Evaluation	Assessment criteria, student performance data	Graded assignments, student feedback, evaluation reports
Learner Support Services	Counseling services, academic resources, feedback	Academic guidance, mental health support, tutoring
Resource Management	Budget allocation, facilities inventory, staffing	Optimal resource utilization, cost-effective operations
Continuous Improvement	Process reviews, stakeholder feedback, data analysis	Improved processes, enhanced learning outcomes
Compliance Management	Regulatory requirements, accreditation standards	Compliance documentation, audit reports
Risk Management	Risk assessment reports, incident data	Mitigated risks, proactive risk management strategies
Internal Audits	Audit plans, audit checklists, trained auditors	Audit findings, corrective actions
Staff Training and Development	Training needs assessment, professional development	Skilled workforce, improved teaching methods
External Stakeholder Engagement	Stakeholder communication channels, feedback	Enhanced partnerships, community involvement
Data Management	Student records, assessment results, institutional data	Secure data storage, data-driven decision-making



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ORGANIZATION CHART

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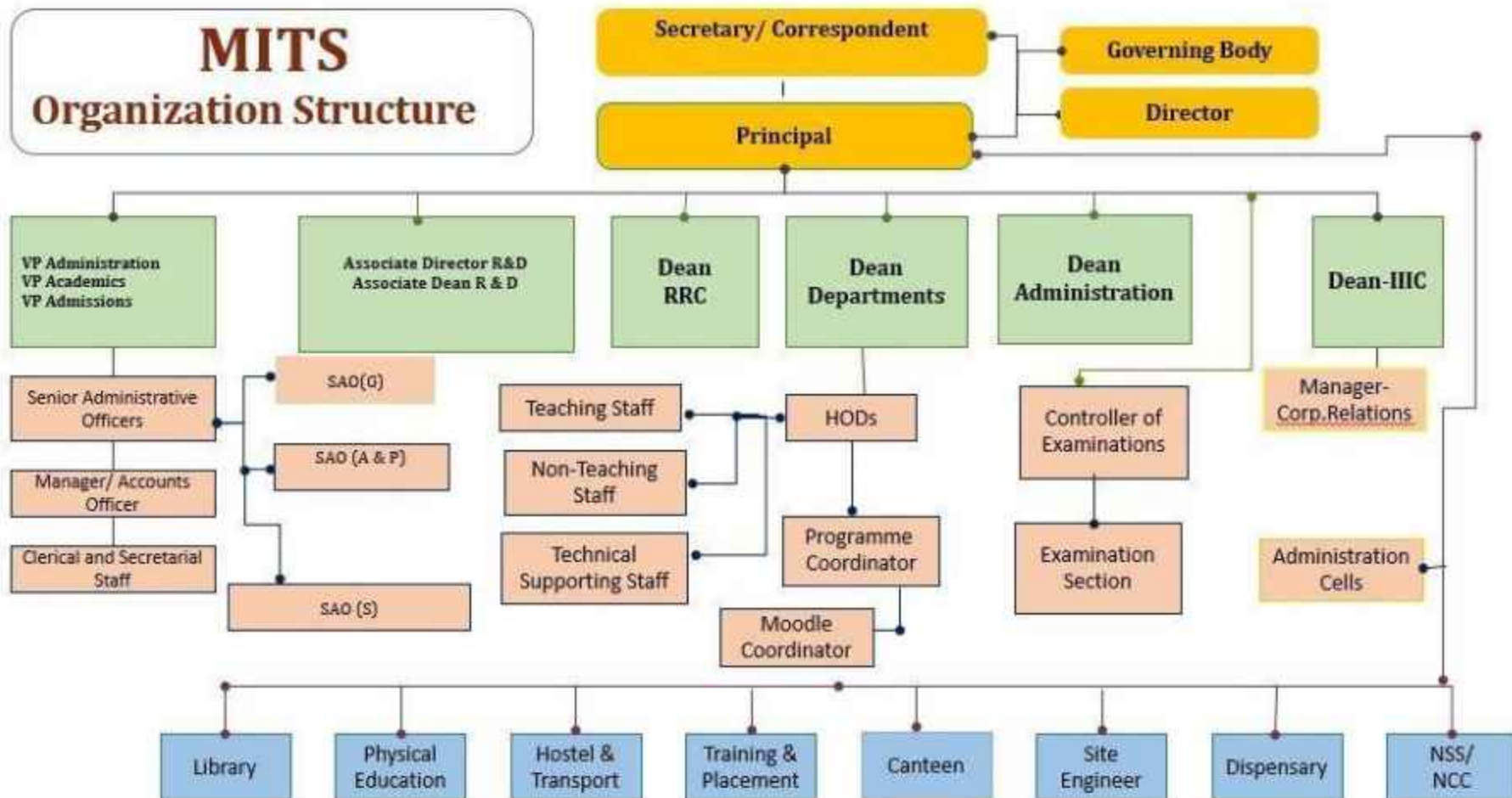
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# MITS Organization Structure





# MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE

## Risk Assessment and Mitigation Plan

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WORK CENTER	RISK DESCRIPTION	PROPOSED MITIGATING ACTION
Administrative Office (MITS)	Strategic initiatives fail to give desired results	Monitor the performance of strategic initiatives and report the same to the top management / board for deciding suitable actions.
	Changes in regulations / policies and procedures	Raising and presenting the viewpoint and concern of MITS to the regulatory bodies.
	Entry of resource rich players in the same business.	<ul style="list-style-type: none"> <li>• Improving efficiency &amp; performance in the Organization;</li> <li>• Technology induction and assimilation to compete with other competitors.</li> </ul>
	Failure of organization development initiatives	Prepare project feasibility report (technical and financial) and ensure detailed feasibility study is to be done / vetted by external consultants.
	Loss / leakage of confidential information / critical data	Ensure to include confidentiality clause in all interested parties which binds them to confidentiality requirements.
MITS associated activities	Cost and time overrun during the execution of the planned activities.	<ul style="list-style-type: none"> <li>• Prepare contingency plans to counter such situations.</li> <li>• Monitor closely that activities are being done by experienced persons.</li> <li>• Planning is to be done in advance keeping in mind all the adverse factors such as Legal and other social issues etc.</li> </ul>
	Failure to achieve the academic target	Initiate suitable corrective action after root cause analysis of the problem to prevent the re-occurrence of the reported problem / shortcomings in future.
	Failure to meet Statutory requirements.	Consider all relevant statutory requirements prior to the commencement of work and also monitor the compliance obligation regularly so that actions can be initiated.
	Lab equipment failure	<ul style="list-style-type: none"> <li>• Ensure standby lab equipment and spares which are critical in nature depending upon feasibility.</li> <li>• Maintain the inventory of critical items</li> <li>• Promote preventive maintenance of key equipment.</li> </ul>

	<b>MADANAPALLE INSTITUTE OF TECHNOLOGY &amp; SCIENCE</b>		
	<b>Risk Assessment and Mitigation Plan</b>		
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	Accidents / Incidents in operating areas / workshops etc.	<ul style="list-style-type: none"> <li>Promote the use of PPEs and safety awareness</li> <li>Provide comprehensive safety trainings to all learners as per the specific requirements</li> </ul>	
	Threats to security of people and property.	<ul style="list-style-type: none"> <li>Identify the vulnerable areas and provide required securities</li> <li>Install CCTVs at key offices to ensure proper security to people and infrastructures.</li> </ul>	
Human Resource Management	Non availability of quality human resources	<ul style="list-style-type: none"> <li>Formalize career growth / manpower planning</li> </ul>	

WORK CENTER	RISK DESCRIPTION	PROPOSED MITIGATING ACTION
Processes		and succession planning regularly - Impart need based training to the employees of MITS - Ensure fresh recruitment of skilled manpower.
	Attrition of skilled employees	- Ensure recruitment of fresh executive trainees and skilled manpower - Extend suitable perks and facilities to the employees - Install effective Grievance Redressal System in the MITS
Lab Material Management functions / Processes	Delay in procurement of lab materials and services	- Ensure rate contract for regular requirements - Take advance action for procurement of items / services
	Stock out of critical lab material / spares	- Develop local suppliers for critical items - Reduce the time gap between requisition and release of items to the users
System department process (IT Services)	Unauthorized access / breach / modification to information system of the MITS	- Establish and implement the information security management system for suitable information security control. - Ensure password control for accessing the system

	<b>MADANAPALLE INSTITUTE OF TECHNOLOGY &amp; SCIENCE</b>		
	<b>OBJECTIVES/GOALS AND ACTION</b>		
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### OBJECTIVES / GOALS and ACTION

#### 1.) TEACHING LEARNING

S. No	Title of the Description	Target
1.1	Syllabus Coverage	100 %
1.2	Internal Tests Pass Percentage	90%
1.3	End Semester Examinations Pass Percentage	80%
1.4	Lesson Plan Vs Actuals Permitted Deviation	10%
1.5	Papers Published by Faculty in SCI/Scopus & Peer Reviewed Journals	Minimum 250 per Academic Year
1.6	No of Funded Projects / Proposals Submitted to Sponsoring agency in an Academic Year	Minimum 20
1.7	No of Patents filed by faculty members every Academic Year	Minimum 5
1.8	Design of Curriculum i) UG Programs ( B. Tech ) : <ul style="list-style-type: none"> <li>• Major Revision</li> <li>• Minor Revision</li> </ul> ii) PG Programs (MBA / MCA)	Once in four years. Once in two years  Once in two years

#### 2.) ADMISSIONS


S.No	Programme	Target
2.1	UG ( B.Tech )	95%
2.2	PG ( MCA / MBA )	95%

#### 3.) HUMAN RESOURCE TRAINING

- Number of Training Programmes attended per faculty member per academic year: (At least one FDP to be attended by Faculty Members per year : 70%

#### 4.) EXAMINATION

- Exam Schedule - As per Academic Calendar within 5% deviations.
- Publication of End Semester Results: Target within 30 days from the date of last examination.

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#### 5.) PLACEMENTS / HIGHER STUDIES

S.No	Title of the Description	Target
5.1	Number of Students secured Placements / Higher Studies Opportunities	Minimum of 80% of the eligible candidates
5.2	Number of MoU's Signed every Academic Year	Minimum 5





# MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE

## Communication Matrix

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<b>Internal Communication Systems</b>		<b>External Communication Systems</b>	
<ul style="list-style-type: none"> <li>▪ Holidays List</li> <li>▪ Organization Changes</li> <li>▪ Standing Orders</li> <li>▪ New employee appointment ( Teaching faculty and above )</li> <li>▪ Internal Training</li> </ul>	<ul style="list-style-type: none"> <li>➤ Mail , Notice board</li> <li>➤ Circular through mail</li> <li>➤ Soft copy in mail</li> <li>➤ Mail , Inter Office Communication</li> <li>➤ Mail , Inter Office Communication</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learners</li> <li>▪ External Communication</li> <li>▪ Stake Holders</li> </ul>	<ul style="list-style-type: none"> <li>➤ Mails</li> <li>➤ Letters</li> <li>➤ Post/Courier</li> <li>➤ Web Site</li> <li>➤ Board Meeting communication / AGMs</li> </ul>

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	<b>Communication Matrix</b>		
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**Internal Communication:**

Sl. No	Topic For Communication	Personnel To Be Communicated	Responsibility for Communication	Mode of Communication
1.	Awareness on the EOMS	All Employees	EOMS TEAM LEADER & HR	Training Program
2.	Policy / Rules	All Employees	EOMS TEAM LEADER&HR & Functional In-charges	Display boards, and Training sessions
3.	Role & Responsibility concerning EOMS	Concerned Employees	Functional In-charges	EOMS Manual, Procedures and Work Instruction Manual
4.	Objectives & Targets	EOMS Committee Members	Functional In-charges	Mutual Discussion, Management Review Meetings
5.	EOMS Issues	Functional In-charges	Functional In-charges	Internal Circulars
6.	Environment/occupational health and safety performance	Safety Committee	Functional In-charges	Management Review Meeting
7.	Change in process / modification	EOMS TEAM LEADER & HR	Functional In-charges	Internal Circulars
8.	Any non-conformance identified	Functional In-charges	Concerned employee, MR	Verbal / E –Mail/NC report

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**External Communication:**

The method of external communication relating to Environmental/occupational health and safety issues shall be through the following means -

<b>Sl. No</b>	<b>Interested Party</b>	<b>Topic For Communication</b>	<b>Mode of Communication</b>	<b>Responsibility Receiving, Recording Communicating</b>
1.	Learner	Any relevant Information as required by the Customer	Verbal/Letter	EOMS TEAM LEADER/HR/MR
2.	Local Community	<ul style="list-style-type: none"> <li>Awareness on the EOMS Policy</li> </ul>	Verbal/Letter/ Display of EOMS Policy at the Entrance	EOMS TEAM LEADER/HR/MR
3.	Social Organizations	Any occupational & health issues including Significant Environmental aspects / Hazards	Verbal/Letter	EOMS TEAM LEADER/HR/MR
4..	Regulators (Govt. Authorities, Controlling Bodies etc.)	<ul style="list-style-type: none"> <li>Response to Show cause</li> <li>Consents</li> </ul>	Letter	EOMS TEAM LEADER/HR/MR